Alignment of Standards for Early Educators' Preparation with MI CKCC

Standard 1 Child Development

2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs	CDA Subject Areas *February 2012 Alignment NAEYC and Council for Professional Recognition	MI CKCC Competency Statement	2009 CEC Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight)	Standards for the Preparation of Teachers Early Childhood ZS September (2008) and Michigan Test for Teacher Certification	
1a. Knowing and understanding young children's characteristics and needs from birth through age 8.	**Subject Area 8:** Understanding principles of child development and learning.	CD Competency A TL Competency A TL Competency B TL Competency M	ICC2K1 ECSE2K1 ECSE2K7	1.0 1.1 1.7	0001 0005 0006 0009
1b. Knowing and understanding the multiple influences on early development and learning.	**Subject Area 1:** Planning a safe, healthy, learning environment. **Subject Area 8:** Understanding principles of child development and learning.	CD Competency B CD Competency C CD Competency D CD Competency E TL Competency A TL Competency H TL Competency I TL Competency N TL Competency O	ICC1K9 &10 ICC2K5-7 ICC3K1-5 ECSE2K6 ECSE3K1 & 2 ECSE6K1 ICC9S6	1.2 1.7	0001 0002 0004
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	**Subject Area 1:** Planning a safe, healthy, learning environment. **Subject Area 8:** Understanding principles of child development and learning.	CD Competency C CD Competency I CD Competency J HSN Competency A HSN Competency B HSN Competency C HSN Competency D TL Competency C TL Competency D TL Competency E TL Competency I TL Competency J TL Competency K TL Competency L TL Competency O	ICC5S1 ICC5S8 ICC5S17 ICC5K6 ECSE5S6 ICC6K2-4	1.0 1.2 1.3 1.4 1.5 1.6	0002 0004 0008 0010 0012

Standard 2 Building Family and Community Relationships					
2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs	CDA Subject Areas *February 2012 Alignment NAEYC and Council for Professional Recognition	MI CKCC Competency Statement	2009 CEC Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight)	Standards for the Preparation of Teachers Early Childhood ZS September 2008 and Michigan Test for Teacher Certification	
2a: Knowing about and understanding diverse family and community characteristics	**Subject Area 4:** Building productive relationships with families	TL Competency N TL Competency O	ICC1K4 ICC1K10 ICC2K4	2.0 2.9	0013 0014
2b: Supporting and engaging families and communities through respectful, reciprocal relationships	**Subject Area 4:** Building productive relationships with families	FCE Competency A FCE Competency B FCE Competency C TL Competency N TL Competency O	ICC10K1-4 ICC10S1 ICC10S6 ICC10S9-10 ECSE10S1-3	1.2 1.5 2.1 2.2 2.3 2.7	0013
2c: Involving families and communities in young children's development and learning **Advance Standard:** 2c: *Demonstrating cultural competence and effective collaboration* to involve families and communities in their children's development and learning	**Subject Area 4:** Building productive relationships with families	CD Competency E FCE Competency D FCE Competency E HSN Competency E ODA Competency C P Competency C TL Competency N TL Competency O	ICC10S1-11 ICC5K8 ECSE10S1-9	2.3 2.4 2.5 2.6 2.7 3.0	0013 0014 0015

Standard 3 Observing, Documenting and Assessing to Support Young Children and Families					
2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs	CDA Subject Areas *February 2012 Alignment NAEYC and Council for Professional Recognition	MI CKCC Competency Statement	2009 CEC Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight)	Standards for the Preparation of Teachers Early Childhood ZS September 2008 and Michigan Test for Teacher Certification	
3a: Understanding the goals, benefits and uses of assessment-including its use in the development of appropriate goals, curriculum, and teaching strategies for young children	**Subject Area 7:** Observing and recording children's behavior	ODA B ODA E	ICC8K1 ICC8K3-4 ICC8S1 ECSE8S3-4 ECSE8S7	3.1 3.2	0003
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection	**Subject Area 7:** Observing and recording children's behavior	ODA Competency A TL Competency G	ECSE7K3 ECSE8K3 ECSE8S6 ECSE8S10-11 ICC7S1 ICC7S4-6 ICC7S13 ICC7S15 ICC8S8	3.0 3.3 3.4 3.6	0003
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities	**Subject Area 7:** Observing and recording children's behavior	ODA Competency D TL Competency G	ICC4S5 ICC8S4 ICC8K2 ECSE8S9	3.2 3.4 3.6	0003
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments **Advanced Standard:** **3d:** *Demonstrating ability to collaborate effectively* to build assessment partnerships with families and with professional colleagues to build effective learning environments	**Subject Area 7:** Observing and recording children's behavior	M Competency F ODA Competency C TL Competency N TL Competency O	ICC7S2-3 ICC8S6-7 ECSE5S7 ECSE7S1 ECSE8K1-2 ECSE8S1-2 ECSE8S8	3.5 3.7 4.8 5.9	0003

Standard 4 Using Developmentally Effective Approaches					
2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs	**CDA Subject Areas *February 2012 Alignment NAEYC and Council for Professional Recognition**	**MI CKCC Competency Statement**	**2009 CEC Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight)**	**Standards for the Preparation of Teachers Early Childhood ZS September 2008 and Michigan Test for Teacher Certification.**	
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children	**Subject Area 2:** Advancing children's physical and intellectual development **Subject Area 3:** Supporting children's social and emotional development	IG Competency A IG Competency C TL Competency H TL Competency I TL Competency L TL Competency M TL Competency N TL Competency O	ECSE4S3 ECSE4S6-8 ECSE5S4 ECSE6S1-3 ICC5F7 ICC5S8	4.0 4.4	0004 0013
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	**Subject Area 2:** Advancing children's physical and intellectual development **Subject Area 3:** Supporting children's social and emotional development	IG Competency B TL Competency A through O	ECSE5S1-5 ICC5K1-6 ICC5K8 ICC6S1-2	3.6 4.0 4.9 4.11	0002 0004 0005 0006 0007 0008 0009 0010 0011 0012
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches **Advanced Standard:** **4c:** Using a broad repertoire of developmentally appropriate teaching /learning approaches *with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity*	**Subject Area 2:** Advancing children's physical and intellectual development **Subject Area 3:** Supporting children's social and emotional development	IG Competency E IG Competency D TL Competency A through O	ECSE2K6 ECSE2S1 ECSE3K2 ECSE4S7 ECSE5S1-3 ECSE5S5 ECSE6S2 ICC5K3 ICC5K8 ICC5S1-2 ICC5S4 ICC5S13	1.0 1.3 1.5 1.6 1.7 3.6 4.4 4.9 4.10 4.11 4.12 4.13	0002 0004 0005 0006 0007 0008 0009 0010 0011 0012
4d: Reflecting on own practice to promote positive outcomes for each child	**Subject Area 2:** Advancing children's physical and intellectual development **Subject Area 3:** Supporting children's social and emotional development	P Competency D	ICC9S9 ICC9S11	5.8	0015

Standard 5 Using Content Knowledge to Build Meaningful Curriculum					
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5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	**Subject Areas 2 & 3:** Provides an introduction to essential concepts, inquiry tools and structures of the academic content discipline that are part of an early childhood curriculum. However, the Child Development Associate is not expected to design or evaluate curriculum.	CD Competency G CD Competency H CD Competency I CD Competency J TL Competency B TL Competency D TL Competency E TL Competency F TL Competency M TL Competency O	ECSE7K1-2 ICC7S8 ICC7S10	1.1 1.5 4.5 4.6 4.7 4.10 4.11	0005 0006 0007 0008 0009 0010 0011 0012
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	**Subject Areas 2 & 3:** Provides an introduction to essential concepts, inquiry tools and structures of the academic content discipline that are part of an early childhood curriculum. However, the Child Development Associate is not expected to design or evaluate curriculum.	TL Competency B TL Competency D TL Competency E TL Competency F TL Competency I TL competency L TL Competency M TL Competency N TL Competency O	ICC7K1-3 ECSE7K1-2	4.0 4.6	0005 0006 0007 0008 0009 0010 0011 0012
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	**Subject Areas 2 & 3:** Provides an introduction to essential concepts, inquiry tools and structures of the academic content discipline that are part of an early childhood curriculum. However, the Child Development Associate is not expected to design or evaluate curriculum.	TL Competency A through O	ICC4S2 ICC4S4-5 ICC5K3 ICC5S2-4 ECSE2K7 ECSE3K1 ECSE3K2 ECSE3S2 ECSE4S1-4	4.8 4.10 4.11 4.12 4.13	0005 0006 0007 0008 0009 0010 0011 0012

Standard 6 Becoming a Professional					
2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs	**CDA Subject Areas *February 2012 Alignment NAEYC and Council for Professional Recognition**	**MI CKCC Competency Statement**	**2009 CEC Initial Common Core, Initial Special Education Professionals in Early Childhood Special Education/Early Intervention (Birth to Eight)**	**Standards for the Preparation of Teachers Early Childhood ZS September 2008 and Michigan Test for Teacher Certification**	
6a: Identifying and involving oneself with the early childhood field **Advanced Standard:** **6a:** Demonstrating professional identification with and *leadership skills* in the early childhood field to think strategically, build consensus, create change, *effectively collaborate with and mentor others*, and have a positive influence on outcomes for children, families and the profession	**Subject Area 5:** Managing an effective program operation **Subject Area 6:** Maintaining a commitment to professionalism	M Competency A M Competency B M Competency C M Competency D M Competency E M Competency F	ECSE1K1-2	4.13 5.6	0014 0015
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines **Advanced Standard:** **6b:** *In-depth* u*nderstanding and thoughtful application of* NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role	**Subject Area 5:** Managing an effective program operation **Subject Area 6:** Maintaining a commitment to professionalism	FCE Competency E M Competency A M Competency B M Competency E ODA Competency E P Competency A TL Competency N TL Competency O	ECSE1K1-2 ECSE1S1 ECSE8K2 ECSE9K1 ICC1K6	2.4 2.5 2.8 5.0 5.2	0014 0015
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource **Advanced Standard:** **6c:** Using *professional resources*, *inquiry skills and research methods* to engage in continuous, collaborative learning and investigation relevant to practice and professional role	**Subject Area 5:** Managing an effective program operation **Subject Area 6:** Maintaining a commitment to professionalism	M Competency F P Competency F P Competency B TL Competency G	ICC9K3 ICC9K4 ICC10K1-4 ICC10S1-11 ECSE9S5	5.4	0014 0015
6d: Integrating knowledgeable, reflective, and critical perspectives on early education **Advanced Standard:** **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education based upon *mastery of relevant theory and research*	**Subject Area 5:** Managing an effective program operation **Subject Area 6:** Maintaining a commitment to professionalism	P Competency D P Competency E TL Competency A	ICC9K1-4 ECSE9K1-2	5.8	0014 0015

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6e: Engaging in informed advocacy for young children and the early childhood profession **Advanced Standard:** **6e:** Engaging in informed advocacy for children and the profession, *skillfully articulating and advocating for sound professional practices and public policies*.	**Subject Area 5:** Managing an effective program operation **Subject Area 6:** Maintaining a commitment to professionalism	P Competency F TL Competency N TL Competency O	ECSE9K2 ECSE9S7	3.7 5.0 5.7	0014 0015
6f: Demonstrating a *high level of oral, written and technological communication skills* with specialization for specific professional role(s) emphasized in the program.	**Subject Area 5:** Managing an effective program operation **Subject Area 6:** Maintaining a commitment to professionalism				0014 0015